



## North Myrtle Beach Middle

11240 Highway 90

Little River, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	971 Students	
<b>Principal</b>	Virginia W. Horton	843-399-6136
<b>Superintendent</b>	Dr. Cynthia Elsberry	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Good</b>	<b>Average</b>
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	At-Risk
2005	Good	Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

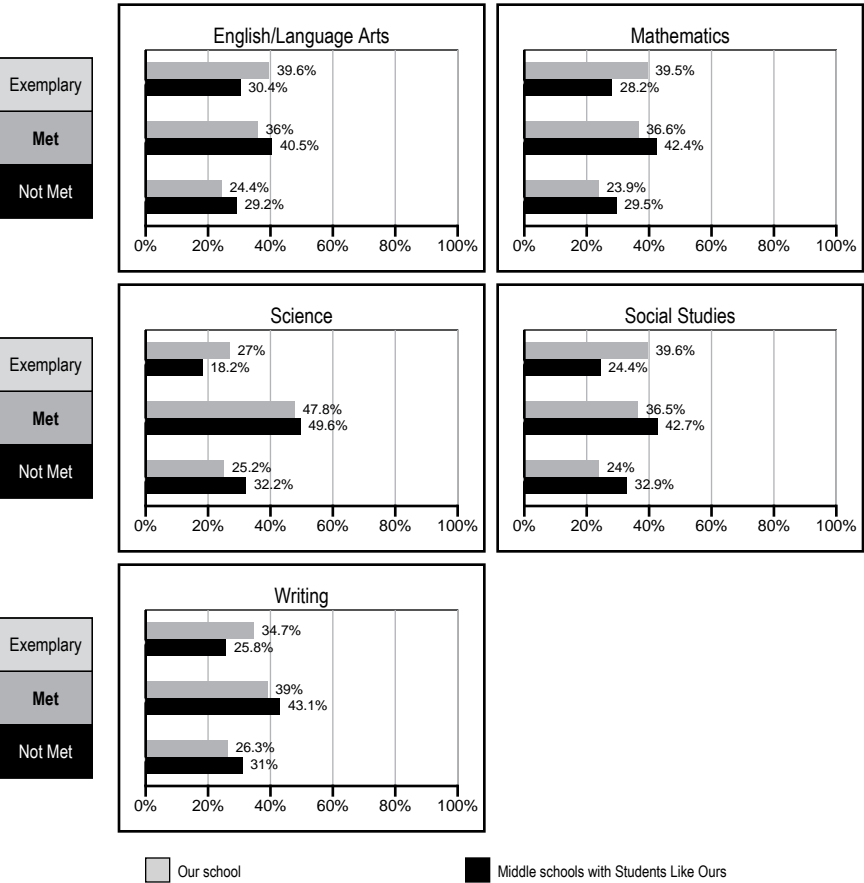
92.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	46	4	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	96.7%
English 1	100.0%	94.7%
Physical Science	N/A	81.0%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=971)				
Students enrolled in high school credit courses (grades 7 & 8)	70.2%	Up from 56.2%	22.1%	21.6%
Retention rate	0.6%	Down from 1.1%	1.3%	1.2%
Attendance rate	97.1%	No Change	95.9%	95.9%
Eligible for gifted and talented	27.0%	Up from 25.8%	17.1%	14.8%
With disabilities other than speech	13.6%	Down from 14.6%	14.1%	12.6%
Older than usual for grade	1.1%	No Change	2.4%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Down from 0.7%	0.5%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=61)				
Teachers with advanced degrees	44.3%	Down from 44.4%	58.1%	56.9%
Continuing contract teachers	91.8%	Up from 81.0%	76.7%	72.7%
Teachers with emergency or provisional certificates	1.7%	Down from 6.6%	3.6%	5.3%
Teachers returning from previous year	82.7%	Down from 86.9%	85.2%	82.9%
Teacher attendance rate	95.1%	Down from 95.4%	95.5%	95.2%
Average teacher salary*	\$50,846	Up 4.9%	\$46,963	\$46,599
Professional development days/teacher	17.0 days	Down from 18.8 days	11.6 days	10.8 days
School				
Principal's years at school	5.0	Up from 4.0	3.5	3.0
Student-teacher ratio in core subjects	22.6 to 1	Down from 24.1 to 1	21.1 to 1	20.1 to 1
Prime instructional time	91.1%	No Change	90.2%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.7%	Up from 99.1%	97.3%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$7,641	Up 9.3%	\$7,353	\$7,645
Percent of expenditures for instruction**	63.0%	Down from 65.4%	63.2%	63.4%
Percent of expenditures for teacher salaries**	45.8%	Down from 61.1%	58.6%	57.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

North Myrtle Beach Middle School's students and staff have achieved a number of accomplishments during the last school year. Eleven of our seventh grade students have been designated as Duke Tip Scholars based on their performance on the SAT or the ACT, and 42 of our eighth grade students have qualified as South Carolina Junior Scholars based on their performance on PSAT. One hundred twenty-four of our 7th and 8th grade students were inducted into Junior Beta Club based on their academic achievement. The MATHCOUNTS Team placed fourth in regional competition, with one student progressing to the state competition. The school's Mock Trial Team was one of two winning teams in regional competition and advanced to the state where they were first runner up for the state championship. Our students have also excelled in the fine arts area. Fifteen students were selected to perform in All County Chorus, 13 students were selected to perform in All County Orchestra, and 14 students were selected to perform in All County Band. Additionally, four of our band students were chosen for All-Regional band. The school offers a strong academic program for all students. Qualifying students can enroll in high school credit classes: English I Honors, Algebra I Honors, and Geometry Honors. State End-of-Course results for 2008 show that our students in English I had a 100% passing rate, and our Algebra students had a 99.2% passing rate. The school continued to participate in the Making Middle Grades Work initiative with our staff working in professional learning communities. These professional learning communities focused on organizing students as they enter the classroom, teaching students to take Cornell notes, providing sustained silent reading time each day for students, teaching critical academic vocabulary, and teaching summarization skills. We are proud of the accomplishments of our students this year, and we continue our journey toward excellence in our "Quest for the Best" for all of our students. Virginia W. Horton, Principal; Susan Hawes, School Improvement Council Chair 2008-09

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	67	289	174
Percent satisfied with learning environment	100.0%	74.4%	83.8%
Percent satisfied with social and physical environment	98.5%	81.9%	81.4%
Percent satisfied with school-home relations	92.4%	85.0%	77.9%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 23 out of 25 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.1%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	946	99.6	25.1	36.7	38.2	82.2	86.5	82.8	Yes	Yes
<b>Gender</b>										
Male	493	99.4	31.7	34.1	34.1	77	83.4	79.3	N/A	N/A
Female	453	99.8	17.8	39.6	42.7	87.9	89.7	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	626	99.4	17.9	34.3	47.8	87.7	91	89.5	Yes	Yes
African American	254	100	43.2	40.7	16.1	69.1	74.8	73.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	87	92.3	I/S	I/S
Hispanic	46	100	30	42.5	27.5	75	78.4	76.5	Yes	Yes
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	87.5	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	135	100	66.4	27	6.6	44.3	63.1	52	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	39	100	31.4	51.4	17.1	74.3	74.2	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	531	99.8	35.9	39	25.2	74.6	81.6	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	945	99.6	26.1	39.2	34.7	82.2	83.7	78.9	Yes	Yes
<b>Gender</b>										
Male	492	99.4	28.5	38.3	33.1	79.1	81.9	77	N/A	N/A
Female	453	99.8	23.5	40	36.5	85.5	85.5	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	625	99.4	18.5	39.3	42.2	88.5	89.2	87.2	Yes	Yes
African American	254	100	45.3	39	15.7	66.9	68	66.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	89.7	93	I/S	I/S
Hispanic	46	100	30	37.5	32.5	77.5	78.1	76	Yes	Yes
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	81.9	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	135	100	68.9	25.4	5.7	45.9	53.2	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	39	100	34.3	37.1	28.6	74.3	76	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	531	99.6	36.4	41.9	21.7	75	77.3	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	632	99.5	25	47.7	27.2	75	73.1	67.5
<b>Gender</b>								
Male	328	99.1	26.5	44.5	29	73.5	72.2	67
Female	304	100	23.5	51.2	25.3	76.5	73.9	68
<b>Racial/Ethnic Group</b>								
White	417	99.3	16.8	48	35.2	83.2	80.8	79.5
African American	171	100	46.5	44.7	8.8	53.5	51.8	50.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	81.1	84.3
Hispanic	31	100	22.2	55.6	22.2	77.8	60.9	60.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	72.9	71.2
<b>Disability Status</b>								
Disabled	88	100	74.1	18.5	7.4	25.9	40.3	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	22	100	30	55	15	70	57.3	59.6
<b>Socio-Economic Status</b>								
Subsided meals	362	99.5	35.1	48	16.8	64.9	64.3	55.1

<b>Social Studies</b>								
All Students	635	99.4	23.7	36.7	39.6	76.3	76.4	72.3
<b>Gender</b>								
Male	327	98.8	26.4	31.8	41.8	73.6	75.6	71.5
Female	308	100	20.9	41.8	37.3	79.1	77.3	73.2
<b>Racial/Ethnic Group</b>								
White	416	99.3	17.2	34.9	47.9	82.8	82.4	80.7
African American	169	99.4	38.2	45.2	16.6	61.8	59.2	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	85.7	88.5
Hispanic	33	100	39.3	14.3	46.4	60.7	71.4	68
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	77.5	72.2
<b>Disability Status</b>								
Disabled	87	98.9	61.3	33.3	5.3	38.7	47.9	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	28	100	41.7	16.7	41.7	58.3	68.3	67.9
<b>Socio-Economic Status</b>								
Subsided meals	352	99.2	34.2	38.6	27.2	65.8	68.7	62.1

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	948	98.8	26	39.1	34.9	74	76.3	70.2	97.1	96
Gender										
Male	491	98.8	32.9	39.6	27.5	67.1	69.4	63.2	97	96
Female	457	98.9	18.5	38.6	42.9	81.5	83.3	77.5	97.3	96.1
Racial/Ethnic Group										
White	633	99.1	19.3	38.5	42.2	80.7	82.4	79.1	96.9	95.7
African American	250	98.4	43.4	38.3	18.3	56.6	59.4	57.6	97.6	96.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	83.1	86.2	99	97.2
Hispanic	45	97.8	25	47.5	27.5	75	67.7	62.6	97	96.8
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	77.3	68.7	96.3	95.4
Disability Status										
Disabled	131	95.4	74.4	22.2	3.4	25.6	34.2	26.1	96	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96.6
English Proficiency										
Limited English Proficient	38	100	33.3	52.8	13.9	66.7	64.6	61.2	96.7	97.1
Socio-Economic Status										
Subsidized meals	532	98.5	35.6	42.7	21.7	64.4	68.2	58.9	96.7	95.7

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	298	100	24.2	37.5	38.3	75.8
	7	323	99.4	26.2	34.9	38.9	73.8
	8	325	99.4	24.8	37.8	37.5	75.2
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	298	100	23.1	41.2	35.7	76.9
	7	323	99.1	26.9	37	36	73.1
	8	324	99.7	28	39.4	32.6	72
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	148	100	35	46.4	18.6	65
	7	323	99.1	19.9	49.8	30.3	80.1
	8	161	100	26	44.8	29.2	74
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	150	100	12.4	50.4	37.2	87.6
	7	323	98.8	28.4	28.7	42.9	71.6
	8	162	100	24.8	39.9	35.3	75.2
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	300	99.3	21.9	35.1	43	78.1
	7	322	98.5	29.2	41.6	29.2	70.8
	8	326	98.8	26.7	40.3	33	73.3

Abbreviations for Missing Data

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